



American Model United Nations
General Assembly Third Committee

GA Third/I/5

SUBJECT OF RESOLUTION: United Nations Literacy Decade: education for all

SUBMITTED TO: The General Assembly Third Committee

The General Assembly Third Committee

- 1 *Acknowledging* the importance of education in a modern global economy,
2
3 *Aware of* the imminent end of the United Nation Literacy Decade,
4
5 *Deploing* the fact that there are 68 million primary school age children and 71
6 million adolescents who are not in school,
7
8 *Fully bearing in mind* that safe educational environment should be provided to both
9 children and adults worldwide,
10
11 *Noting with regret* that stable educational systems are not available in certain
12 regions,
13
14 *Mindful of* the importance of Member States sovereignty for United Nations
15 Member States,
16
17 *Recognizing* the diverse needs of different regions in combating illiteracy,
18
19 *Understanding* the need for extensive research in region specific literacy facilitation,
20
21 *Reaffirming* the respect of Member States sovereignty in accordance with the Treaty
22 of Westphalia,
23
24 1. *Calls upon* the United Nations International Children’s Fund (UNICEF), United
25 Nations High Commissioner for Refugees (UNHCR), United Nations Educational,
26 Scientific, and Cultural Organization (UNESCO), and NGOs on the ground to facilitate
27 literacy programs among residents in Member States in emergencies, including Member
28 States in transition and Member States affected by conflict, and including:
29 a) Shaping refugee camps into temporary substitutes for dysfunctional formal
30 education, by:
31 i. Recognition and recruitment of school-aged children;
32 ii. Adoption of standard materials originally covered in formal education;
33 iii. Acceleration of learning process whenever necessary;
34 b) Training all teachers involved in literacy programs in these areas in basic child

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35 psychology and knowledge dealing with post-traumatic stress disorder;
36 c) Allocating UN peacekeepers to refugee camp schools in areas consistently reported
37 under threat;

38
39 2. *Emphasizes* the importance of literacy building in post-crisis member states, led by
40 newly-founded Member States and NGOs with experiences in education in the area,
41 in order to:

42 a) Establish the transition as ideal period of changes and address latest expectations
43 as soon as possible, such as:

44 i. Demographic changes;

45 ii. Flaws in the contents and scale of previous education system;

46 iii. Recognition of returnee's education attainment, inter alia;

47 b) Help design any education reforms that answer domestic expectation;

48 c) Ensure ex-combatants, especially youths, a smooth reintegration into civilian life
49 through:

50 i. Standardized accelerated training with vocational skills;

51 ii. Creative learning methods including writing about experiences and volunteering
52 with dis-armament organizations;

53

54 3. *Proposes* the formation of a governmental advisory program implemented and
55 overseen by UNESCO that will:

56 a) Act upon the request of specific Member States to eliminate illiteracy;

57 b) Facilitate Member State-specified education programs on a trial basis to be
58 expanded given sufficient measurable progress. These trials will comprise of the
59 following:

60 i. A suggested two-year research and analysis period or;

61 ii. Other measurable progress defined prior to trials by the board and the country in
62 question;

63 c) Emphasizes each country's specific and unique educational needs to ensure the
64 optimal level of literacy;

65 d) Provide resources and guidance to Member States in need of solutions to the
66 problem of illiteracy upon request from the Member States of these Member States,
67 understanding that successful initiatives combating illiteracy, with the advice of experts,
68 will act as a precedent adjusted to the needs of each Member State;

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70 4. *Recommends* that girls and young women in conflict and transitioning Member
71 States be covered for education through a combination of;

72 a) Long distance learning, where teachers travel with teaching materials such as mini-
73 boards, laptops, inter alia and make round-trip lectures;

74 b) Home schooling, especially in facilitator's house whose location is chosen as the
75 community prefers, so as to increase the access opportunities for girls and women and
76 strengthen their confidence;

77

78 5. *Encourages* the Fifth Committee of the United Nations General Assembly to
79 transform the World Bank's Global Partnership for Education into an independent Global
80 Fund for Education (GFE) that would be structured in a similar fashion to the World

81 Health Organization’s widely praised Global Fund for HIV/AIDS, Malaria, and
82 Tuberculosis and would be authorized to take the following measures:

- 83 a) Collect monetary donations from entities such as national governments, NGOs,
84 multilateral agencies, private businesses, and individual philanthropists for the purpose of
85 providing funds to projects aimed at developing educational infrastructure and tackling
86 illiteracy;
- 87 b) Solicit applications for funding from entities such as national governments, NGOs,
88 multilateral agencies, private businesses, and individual philanthropists;
- 89 c) Refers to these applications as “Education Action Plans” that would outline the
90 specific objectives and time-frame of the various project proposals;
- 91 d) Emphasizes that all financial donors and recipients must meet minimum standards
92 of financial governance;

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94 6. *Suggests* that the GFE be run for the time being by a multi-member board of
95 directors composed of those currently serving on the board of directors for Global
96 Partnership for Education along with United Nations Special Envoy for Education
97 Gordon Brown;

98

99 7. *Recommends* that all future members of the GFE’s board of directors whose
100 members be selected by relevant United Nations organizations such as UNICEF,
101 UNESCO, the World Bank, as well as by relevant NGOs such as Global Business
102 Coalition for Education (GBCE);

103

104 8. *Further recommends* to the Fifth Committee of the United Nations General
105 Assembly that the proposed GFE submit to annual audits by the United Nations for the
106 purposes of financial transparency;

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108 9. *Considers* the establishment of an online database that serves as a program
109 implementation rubric for the developing Member States;

110

111 10. *Designs* an adaptive literacy program specific to national and communal needs:

- 112 a. Through community-based organization and NGO cooperation, teachers from
113 specific Member States should be trained to teach youth in their communities traditional,
114 cultural, technical and economically useful skills in hopes of improving communal
115 identity while national progress;
- 116 b. Progress that will then be tracked through strategic assessment of student
117 performance with respect to:
 - 118 i. Proficiency in aforementioned areas of literacy, will be compared to the inclusion
119 of said groups into the economic sphere;
 - 120 ii. Progress is then annually reported to the UN and placed online and programs
121 instituted are adjusted accordingly;

122

123 11. *Notes* the need for international aid for the training necessary to maintain such a
124 system by;

- 125 a. Confirming the need to expand teacher training programs and educational facilities
126 into rural and minimally populated regions through long-distance education programs;

127 b. Designating community-based boards to oversee in-person teacher transportation
128 to areas that lack access to instructors/curricula;

129
130 12. *Further incentivizes* such expansion through a graded grant distribution system:

131 a. Member States that work to improve both male and female literacy rates receive
132 Tier 1 funding from the GFE;

133 b. Member States that work to improve male, female, children and adult literacy rates
134 receive Tier 2 funding from the GFE;

135 c. Member States that work to improve gender-equality in education, adult literacy,
136 minorities and indigenous populations will receive Tier 3 funding from the GFE.

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Passed, Yes: 40 / No: 16 / Abstain: 32